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RECRUITING OF COLLEGE TEACHERS.—“I believe that many of the great endowment drives which are now in progress have seriously affected the attitude of possible future teachers. The whole country has had the college teacher pictured as an impoverished misanthrope, ill-clothed, with a family in tatters, and a wife bending over the washboard. The students of a great eastern institution organize a parade to launch the endowment campaign for five millions; they carry signs depicting the plight of their professors; ‘A prof travels on his stomach; \$100,000 will feed him and his family for a hundred years’; how would you like to be a professor of that institution, standing on the sidewalk as that parade passes by? How many students who thus lampoon teachers’ penury do you think would consider becoming teachers themselves? The articles which have been appearing in almost every magazine and the slogans which are now even being thrown on the movie screens portraying teachers’ poverty, undoubtedly have an honest purpose, but I think they are unintentionally achieving a harmful result. The self-disparagement of teachers is killing all their pride and dragging teaching in the dirt. The constant exposure of the toil of faculty wives, tragic as that is, may accomplish more harm than good. Harvard has set a splendid example of a dignified endowment campaign, in which there has been no such dissipation of the glory of teaching as a career. Those of us who are now planning campaigns need to think carefully before we paint the present situation of our faculties too black; if we get money from such tactics, but lose the possibility of getting future teachers, we are certainly robbing Peter to pay Paul. Much of the endowment campaign publicity is, as an alumni editor has well said, ‘small-change talk, which only drives young people of ability away from teaching.’”—*President J. L. McConaughy, Knox College, School and Society, June 19, 1920.*

THE UNIVERSITY PRESIDENT.—“At the moment, it is said that no fewer than seventeen presidents of American colleges and universities have resigned or announced their intention of resigning. With so many important positions soon to be filled again—the presidency of Yale, of Cornell, of the University of Minnesota, and so on—the question of the right man for leader in education, and the proper functions of such a man, calls for